

# EDUCATION ONTARIO



Ministry  
of  
Education

Hon. Sean Conway, Minister  
Bernard J. Shapiro, Deputy Minister



Ministry of  
Colleges and  
Universities

Hon. Gregory Sorbara, Minister  
Alan K. Adlington, Deputy Minister

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## Apprenticeship urged for future teachers

All prospective teachers should have a four-year degree, spend an extra two months to complete their bachelor of education, and have four years of orientation (induction) and apprenticeship before receiving permanent certification.

And two researchers at the Ontario Institute for Studies in Education also recommend in a position paper, which does not represent government policy, that teachers need ongoing training and skills upgrading throughout their careers.

Among the wide-ranging recommendations in "Teacher Education in Ontario: Current Practice and Options for the Future" is a suggestion that the Ministry of Education be responsible for teacher education.

Frank Clifford, Director of Professional Development for the Ministry of Education, said an evaluation of teacher education has been in the works since March 1985, when a steering committee, of which he is chairman, was established. Other committee members were drawn from the Ministry of Colleges and Universities, the Council of Ontario Universities, the Ontario Association of Deans of Education, the Ontario Teachers' Federation, the Ontario School Trustees' Council and the Ontario Association of Education Administrative Officials.

The study was launched, in part, because it has been 15 years since the responsibility of training teachers shifted from teachers' colleges to university faculties of education, he said.

"There isn't any teacher shortage now, and this is a good time to do a review. Education is going through a lot of changes with the introduction of high technology, computers and multiculturalism. I think the timing is right," Mr. Clifford added.

The principal investigators in the study, Michael Fullan and F. Michael Connelly of OISE, suggest a number of significant changes would take place if their recommendations were approved:

- Faculties of education would work more closely with other parts of their university to ensure prospective teachers are studying appropriate prerequisite courses;
- Faculties of education would work with schools and teachers to develop ongoing teacher education programs during the orientation period;
- Teacher education would be seen as a continuum, from undergraduate work through pre-service and orientation to in-service, and throughout the entire teaching career;



Frank Clifford says timing is right for in-depth teacher education review.

- Teachers would be more likely to move in and out of the classroom and administrative duties as part of their career rather than being promoted from one to the other.

The report suggests that regional consortia be established to oversee such things as the development of teacher apprenticeship programs and recommendations on teacher certification.

The paper also calls for the establishment of the Ontario Council for Teacher Education to be responsible for such matters as formulating positions on policy issues, funding of institutional research, and reviews of teacher education programs.

Written responses will be invited to the paper's recommendations, and they were to be discussed at six invitational symposia held in March in Thunder Bay, North Bay, Sudbury, London, Ottawa and Toronto. The principal investigators will analyse reactions to the paper by the summer, and a final report from the steering committee should be completed in September.

Mr. Clifford said the document is far-reaching and examines a number of important issues facing the teaching profession.

"The position paper should invoke reaction, and a constructive reaction is better than passive acceptance," he said. "But we can't lose sight of the fact that the end result of any improvements to teaching is better instruction of the learner."

"Better teachers will provide better students, and I think that's a very good investment."

## Our new look and outlook

Welcome to the new — and we think improved — Education Ontario, redesigned with you, our readers, in mind. While the newspaper's previous format served us well, we felt it was limiting in its potential for change — change that is more than just cosmetic, but focuses directly on the kind of publication we think you want us to be. So, along with a more modern, colourful and graphically-appealing design, we are

continuing our efforts to be more relevant in story selection and editorial content. This issue's special feature on small schools, in-depth coverage of the recently-released position paper on teacher education, plus the introduction of new features, such as the guest column, are all part of our commitment to improve coverage and increase reader interest and involvement. We hope you like what we've done.

## OSAP budget up 17%

The Ontario Student Assistance Program (OSAP) budget will be increased by 17 per cent for fiscal year 1987-88.

It will jump by \$25.2 million to \$171 million, the second major increase in funding in as many years. For fiscal year 1986-87, OSAP was increased by eight per cent to \$145.8 million.

Much of the new funding, said Colleges and Universities Minister Gregory Sorbara, will "be directed to increasing the grant assistance provided students."

Roughly 35 per cent of the total full-time enrolment in Ontario's universities and colleges benefits from OSAP. This represents about 110,000 students, most of whom (61 per cent) are single and depend on parental support. Single, independent students accounted for 28 per cent of the grant recipients, six percent were independent, married students, and five per cent were single parents. Of the grant assistance provided to dependent single students, 78 per cent was received by those whose parents earned gross incomes of less than \$20,000 a year.

Some of the major changes include:

- A sharp reduction in the financial contribution from parents of students from low-income families;
- A new program for sole-support parents, with a maximum grant assistance of \$3,500 a term, a rise of \$1,000 or 40 per cent if they qualify for the maximum. The increased grants are to cover all educational costs,

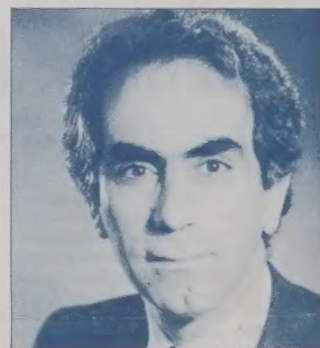
including child care, and preclude the need for loans;

- An increase in the grant ceilings for single, independent students of 31 per cent, from \$1,150 per term to \$1,500;

- An increase of 50 per cent in grant assistance for students attending approved, private postsecondary institutions, from \$1,000 a term to \$1,500;

- An increase in personal living allowances for students studying away from home from \$99 to \$106 a week;

See OSAP pg. 2



Sorbara: OSAP boost aids students

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## OSAP to help students

• A major boost in funding for the Ontario Work-Study Program of \$700,000. That means \$1.5 million will be available to provide about 800 new campus jobs for students who need financial assistance;

• More assistance to students from farm families because farm assets will now be considered at half their net value;

• The introduction of interest relief on loans for graduating students who can't find employment or have low incomes.

In addition, Mr. Sorbara said OSAP will extend grant assistance to students attending degree-granting religious schools and approved creative arts schools.

**OSAP • R • F • E • D**

Mr. Sorbara also announced students attending approved post-secondary institutions anywhere in Canada will now be eligible for provincial loan assistance. The Minister said the package of improvements to the student financial assistance program reaffirms the government's commitment to accessibility to postsecondary education.

## Postsecondary



# Forum to study Canada's universities

**A** national forum on postsecondary education, student aid and federal-provincial agreements for the support of official languages in education were the topics of the agenda when the Council of Ministers of Education, Canada, met in early February in Toronto with David Crombie, Secretary of State for Canada.

Anthony Brummet, Chairman of the Council of Ministers of Education, Canada, and Minister of Education for British Columbia, announced that the provinces and territories will play a leading role in the organization of the co-sponsored forum, scheduled to take place in the fall of 1987. As a first step, the members of the Council have agreed, along with the Secretary of State, to establish an Intergovernmental Co-ordinating Committee to begin work immediately on the forum. The aim of the forum will be to explore the challenges and opportunities facing Canada's universities and colleges in preparation for the 21st century.

To deal with the issue of student financial assistance, the council chairman and the Secretary of State announced approval of terms of reference for a Federal-Provincial Consultative Committee on Student Financial Assistance that will enable both orders of government to exchange information on planned developments in federal and provincial student aid programs and to prepare for consideration by ministers a set of options for a framework of ongoing federal and provincial commitments in this area. The province of Quebec, which has its own student assistance program, will have observer

status on the committee.

The members of the council also initiated discussion on possible new agreements on the funding of minority official-language education and second official-language instruction. The current agreements expire in March 1988. Mr. Brummet stated that the provinces and territories were anxious to begin discussions on new agreements. Officials will be meeting shortly to begin preparation of proposals for considerations by ministers.

This was the 50th meeting of the council and marked the council's 20th anniversary.

## Bargaining commissioner named

Dr. Jeffrey Gandz has been appointed Colleges Collective Bargaining Commissioner.

Dr. Gandz, a professor of business administration at the University of Western Ontario, has written and taught widely on various aspects of organizational behaviour, industrial relations and human resource management. He has had extensive experience with union-management relations in the educational sector and is currently a vice-chairman of the Grievance Settlement Board.

The creation of a one-man Colleges Collective Bargaining Commission was announced in January. The mandate of the commission is to assess the effectiveness of the current colleges collective bargaining process. This will include, said Colleges and Universities Minister Gregory Sorbara, undertaking a "comprehensive examination of the legislation governing negotiations in

the colleges, including the issue of bargaining rights for part-time college employees."

The commission's report is to be submitted to the minister by the end of 1987.

## Operating grants rise

Total provincial operating grants to Ontario's universities and related institutions will increase by \$148.7 million, or 11.5 per cent, in 1987-88. The basic operating grants will be \$1,442.5 million.

The \$148.7 million in new base funding is composed of the following components:

- \$51.7 million in keeping with the commitment regarding 1987-88 operating grants announced in October 1985;
- \$37 million to continue the teaching equipment and library acquisition fund and faculty renewal fund both of which were initiated in 1986-87; and
- \$60 million in special allocations to recognize enrolment growth and promote accessibility, encourage increased research activity, address special needs in the north and facilitate program adjustments.

## Colleges receive \$624 million

The province's Colleges of Applied Arts and Technology will receive operating funds totalling \$624 million in 1987-88.

The operating allocations have increased a total of \$116.2 million from 1985-86 to the upcoming fiscal year. That represents an average increase of 10.9 per cent a year over the two-year period. Included in the \$624 million is the College Excellence Fund of \$10 million. It is designated for the purchase of instructional equipment.

## Employment equity grants

Ontario's postsecondary institutions will receive up to \$1.8 million in employment equity grants over the next three years.

Universities, which received \$382,000 in 1985-86 to implement employment equity programs, are eligible to receive incentive funds for a further two years. The additional grants will be matched by the universities. These funds will enable each institution to expand its existing program and/or undertake new initiatives in employment equity.

For the first time, Colleges of Applied Arts and Technology are eligible for employment equity incentive grants for a three-year period, beginning in 1987-88. The grants will be awarded on a cost-shared basis with the 22 colleges and will assist them to improve or expand existing affirmative action programs.

## OSAP aids 114,000 students

More than 114,000 students received financial aid through the Ontario Student Assistance Program in the 1984-85 school year.

A report of the program results shows that the Ministry of Colleges and Universities provided a total of \$392.98 million in student assistance in 1984-85. Of the amount, \$110.4 million was in the form of grants and \$282.58 million in loans.

## MCU funds woodworking

The Ministry of Colleges and Universities will fund a \$6-million centre to train skilled workers in the secondary wood products manufacturing industry at the Kitchener campus of Conestoga College of Applied Arts and Technology.

The province will provide \$5 million of the funding for the Woodworking Skills Development Centre. An additional \$1 million will come from the industry.

The secondary wood processing industry includes manufacturers of household furniture, millwork, sash and frames, kitchen cabinets, office furniture and other miscellaneous wood products.

## Capital grants total \$13 million

Increased capital grants totalling \$13 million for Ontario's universities and colleges were announced in early February by the provincial government.

The additional allocations — \$8 million for universities and \$5 million for colleges — are to be used for minor renovation, alteration and maintenance projects.

Funds to universities will be allocated on the basis of a space-generating formula prepared by the Council of Ontario Universities. The \$5 million for the colleges will be allocated by a new distribution process of general purpose capital funds first implemented in the spring of 1986.

# Two sections for board

**A** French-language school board to serve the Ottawa-Carleton region should be composed of two sections to serve the French-speaking students of both public and separate schools, states a report commissioned by the Ministry of Education.

The recommendation is one of 74 contained in the report of the five-member Ottawa-Carleton French Language Education Advisory Committee appointed in January 1986 to plan the implementation of a French-language school board for the Ottawa-Carleton region.

The committee, chaired by Albert Roy, also recommended that three planning committees, composed of representatives from the region's four existing school boards, be formed to assist the new board in establishing educational services and facilities for francophone students in the area.

Education Minister Sean Conway said a ministry task group will review the committee's recommendations and begin to draft legislation to establish the board. The legislation will, as promised, be in place for the 1988 municipal elections.

Mr. Conway said that the public will be able to voice its view on the legislation when it is reviewed by a committee of the legislature prior to it becoming law. The report also makes a number of recommendations regarding enumeration of electors for the new board, qualifications of its trustees, educational programs and services to be offered, and on administrative, finance, personnel and property matters.

The committee was given the task of developing a plan for the establishment of a French-language school board for the region. The committee briefed educators, municipal leaders and other interested parties the day its report was released.

## Mathematics figures didn't add up

Five of the six Canadian team members who entered the international math competition in Warsaw, Poland last year came from Ontario, not four, as stated in the October issue of EDUCATION ONTARIO.

For the second year, Giuseppe Russo, 18,

of Lasalle Secondary School in Sudbury, was an international contender. Lasalle has boasted team members for the past three years. Russo and former team member Frank D'Ippolito are now undergraduates at the University of Waterloo.



# Teaching the teacher is an ongoing priority

**T**he position paper, "Teacher Education in Ontario: Current Practice and Options For the Future," proposes a wide range of recommendations that could significantly alter the teaching profession.

The 96-page document examines issues of teacher education, certification, and governance. The basic assumption of the paper is that teacher education "must be seen as a continuum" from the time prospective teachers begin university to their first teaching assignments and throughout their careers.

To accomplish that, significant changes are required in the way universities, schools, teachers and the government view the teaching profession.

The position paper is the result of approximately two years' work. Once reactions to the paper are analysed, a final report by the researchers is expected sometime this summer.

The recommendations of the position paper are as follows:

## Schools for professionalism:

- That each school (or small group of schools) develop its own Teacher Centre. The Teacher Centre would minimally consist of a seminar room that would be used by the staff to sponsor such activities as intervisitations, meetings, discussions over new library material, and evaluations of teacher practices, journals, letter writing and other forms of peer-to-peer reflective practice.
- That school staffs form curriculum committees to diagnose the curriculum needs of their student body and to plan innovative programs. Committees would work collaboratively with board personnel, faculties of education, and parents from the community. The focus would be on integrating professional development and curriculum improvements tied to an agenda of importance to that school and community.
- That schools test different administrative arrangements in which the running of a school becomes primarily a professional teacher responsibility.
- That the highest priority for teacher support be given to various kinds of teacher aides, who would carry out both clerical tasks and perhaps provide some low-level instruction. In general, we believe that there ought to be sufficient support to free teachers for activities in the Teacher Centres, curriculum planning committees, advising novice teachers and other forms of professional involvement.

## Administering the schools professionally:

- Curriculum models at the board level should be reviewed and restructured to ensure that school-level development as in the Teacher Centre conception can be facilitated, supported, and evaluated.
- That the norm should be for people to cycle in and out of a variety of administrative, curricular, and professional development roles throughout a career.



Michael Fullan

- Government-sponsored supervisory officer and principal training programs, as well as the positions of consultant and co-ordinator, should be redefined in career teacher terms to provide the kinds of training and experiences including induction consistent with the model of professionalism being described.

## Cooperation, collaboration and the governance of teacher education:

- That universities, boards of education, government and the teaching profession establish formally constituted Regional Consortia.
- That a provincial body be established called the Ontario Council for Teacher Education (OCTE).
- That there be a division of labour with respect to two aspects of teacher education governance. "Degree granting" would be the responsibility of the university, "certification and decertification" would be recommended to the Minister of Education by OCTE under the advisement of the Regional Consortia.
- That the teacher education department be placed in the Ministry of Education. Formal ongoing liaison should be established with the Ministry of Colleges and Universities.

## The continuing in-service education of teachers:

- That formally recognized career gradations be introduced.
- That a review of the "Additional Qualifications" system and its relation to other components of in-service be conducted by the Regional Consortia in co-operation with OCTE. The funding for AQ courses be channelled to the Regional Consortia. Regular cyclic quality reviews of AQ courses would be conducted by OCTE.
- That the OCTE be charged with the task of specifying province-wide in-service teacher education policy priorities, as well as the methods for conducting the needed professional development.

## Preserve teacher education:

- That faculties continue to search for efficient ways to identify and assess the intellectual and social characteristics appropriate to teaching, in addition to academic criteria; that local teachers be represented on admissions committees; and that, where needed,



F. Michael Connelly

recruitment programs be established for attracting minority and other special groups to the profession. Finally, that a comprehensive examination be made of trends in the gender composition of the teaching/administrative profession.

- That a four-year B.A. or B.Sc. be prerequisite to teacher certification.
- That the undergraduate liberal arts, science and humanities curriculum be co-operatively planned by interdisciplinary university teams.
- That universities endorse teacher education as a university-wide responsibility, and that incentives be established to facilitate the involvement of interested non-education faculty.
- That the one-year pre-service program be extended to include the May-June period.
- That steps be taken within faculties to bring together foundations faculty and those responsible for other aspects of teacher education.

Foundations faculty will then be directly involved in clinical situations whether they be at the pre-service, induction or other periods.

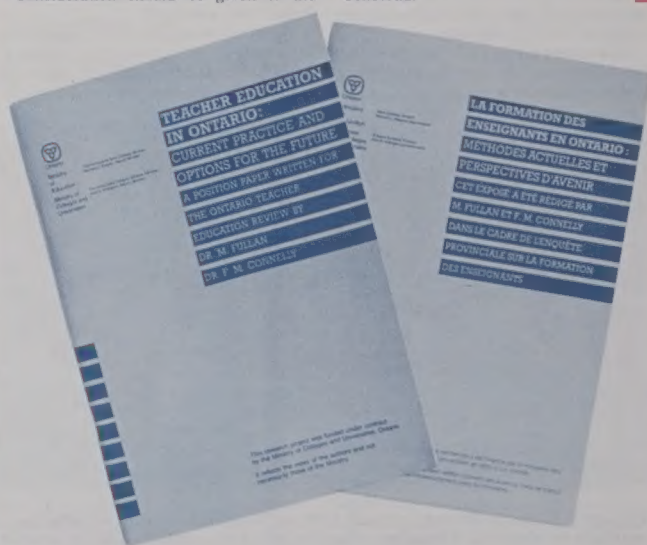
- That each university undertake a thorough review and overhaul of its teacher education curriculum in light of the recommendations in this report.
- Consideration should be given to the

establishment of an additional francophone secondary teacher education program at Laurentian.

- That each faculty of education, through the Regional Consortia, undertake to create innovative programs covering pre-service, induction and apprenticeship.
- That the practicum, however defined, be run co-operatively through the Regional Consortia with a mentor teacher and faculty of education members, including foundations professors, all playing important roles.
- That "Clinical Schools" be identified for purposes of the practicum.
- That faculties of education be inquiry-oriented both in the sense of doing basic educational research and in creating and reporting upon innovative experimental teacher education programs.
- That steps be taken to ensure that universities place a high priority on the staffing of their faculties of education in the immediate years ahead.
- That the conduct of inquiry in teacher education programs and the publication of results be an important criterion in the promotion of faculty of education members.
- In order to capture the spirit of inquiry early in a teacher's career, we recommend that a new journal of innovative teacher education practices be launched.

## Mentor system to aid apprenticing teachers

- That a two-year period of induction become mandatory for all teacher initiates who have completed a one-year pre-service teacher education program or a concurrent pre-service program. We propose that the teaching load during the first year of induction be no more than 60 per cent and no more than 80 per cent in the second year.
- That specific teachers be named with an appropriate title such as *Mentor Teacher* for the induction period. Release time for Mentor and Mentor co-ordinating roles will be necessary.
- That an apprenticeship system be introduced following the period of induction and prior to reaching the highest teaching ranks. We propose that a two-year teaching apprenticeship follow the induction period and that permanent teacher certification be awarded upon successful completion of the apprenticeship.
- That induction and apprenticeship programs be conducted through joint agreements among school boards, the profession and local universities involving Regional Consortia.







# Small schools: meeting the challenge

In this Special Feature, Education Ontario writer Mark Kearney reports on the challenges and opportunities facing the province's small schools.

## Atikokan moves learning into Outers' space

**W**hen you walk into the entrance of Atikokan High School the first thing you see are two canoes hanging in the hallway. Look out the window and there are more canoes lying in the schoolyard. Step into the gym and you'll find snowshoes, paddles, pots and pans.

This is no ordinary high school. And the Atikokan Outers is no ordinary school program.

This small school west of Thunder Bay is one of only a handful in Ontario that offers this outdoor adventure program. Throughout the year, students participate for credit in wilderness activities, provide community service and learn the teamwork necessary to survive in what can often be brutal conditions.

"The whole purpose of Outers is to challenge them (the students) physically, mentally and emotionally," says Bledwyn Williams, for six years the school's director of the program. "We want our kids to come out of it thinking and making decisions."

The program is based on the Outward Bound philosophy, which aims to strengthen individual character and capacity for service by providing youth with challenges in the outdoors.

The emphasis in the Atikokan Outers program is teamwork, says Mr. Williams. Each of the trips (canoeing, camping, hiking, etc.) is progressively more difficult and challenging than the previous one.

The students must sign an agreement at the start of the program acknowledging there is an element of risk in the course and that they will use no alcohol or drugs in any Outers' activities. They must also provide equipment such as camping stoves, sleeping bags, and warm clothing for winter activities, Mr. Williams adds.

If they come unprepared, they must pay the consequences, he says, because that is part of the learning process.



Mastering the canoe is one way students strengthen character

"The pressure, whether it be mental or physical, invariably brings out the true being. Tears, fights, profanity, and quitting are all to be expected when the pressure gets the greatest." However, there are benefits for both students and staff who are involved with the program, he says.

"The rapport that develops from this mutual sharing of experience is extremely satisfying and a great stride towards a healthier classroom relationship."

"For the teacher, it is always gratifying to see students who are weak academically, through lack of aptitude or motivation, become alive, towers of strength and utterly dependable in tough situations. In fact, some students stay in school solely to complete their Outers' contracts."

Teams are made up of five to eight people (boys and girls are kept separate), and every effort is made to keep friends and cliques in different groups. This allows students to

learn about each other things they would not normally discover, Mr. Williams explains.

In addition to the fall, winter and spring treks the students complete, they must also spend 72 hours alone in the wilderness. Completing a "solo" is important because it challenges students to draw on inner resources that will be needed in coping with other situations in life, he says.

During the solo, the students are encouraged to stay close to their campsite, bring a minimum of equipment, not use books or radios, and avoid communications with staff

or other soloists. Staff can be reached, however, in case of emergency, Mr. Williams adds.

The Outers program has done much to improve school morale at Atikokan, he says, because of the sense of co-operation and maturity it can create.

"There is no statistical evidence that everybody benefits from Outers," Mr. Williams says. "However, we believe that those students (who complete the course) have an apparent air of maturity about them and accept responsibility with greater willingness and understanding."

## Focusing on individual opens up opportunities

**E**cole Secondaire Cochrane High School has no formal announcements on the public address system, no bells to signal the end of a class, and no classrooms per se.

But "our place is more structured than any high school in Ontario," says Bill Mulligan, the school's principal.

These seemingly disparate descriptions are the result of a complete change the school experienced in 1985. After years of absenteeism and unacceptable dropout rates, the school was ready for a change, Mr. Mulligan said.



**W**e believe any student can succeed in our system if he or she tries."

The school is modelled after a similar one in Calgary. Although it still meets the province's curriculum guidelines, the school is set up to recognize that every student is different, needs various ways of learning and completes work at different rates.

The idea sounds like something resurrected from the 1960s open-concept approach, but it's succeeding in the '80s. It didn't 20 years ago because the new idea was grafted on an old system. This time around the entire system has changed, he explains.

The school, which has 475 students, allows students to take courses throughout the year, on a semester basis, or individually without having other courses on their

timetable at the same time. Each course is made up of 20 units of four to six hours each, Mr. Mulligan told delegates from across Canada at the "Celebrating Small Secondary Schools" Conference.

This system gives the students the freedom to move through a course at their own rate, he explains.

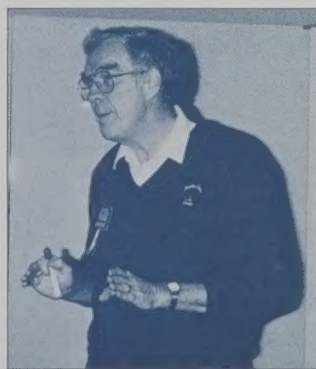
However, the school is highly structured because there is a strong monitoring system in place to ensure the students complete the work, Mr. Mulligan says.

Each student is assigned a teacher-adviser who ensures that work and tests are completed. Students entering the school in grade nine can have the same teacher-adviser throughout high school.

The teacher-adviser meets with each student at least once every two weeks to discuss progress in courses, any problems the student has, and to help ensure the student takes the necessary tests available to complete the work.

"A teacher-adviser will do anything to get a student through the course, even taking them by the hand to the testing centre," Mr. Mulligan added.

The students meet with instructors dur-



Cochrane principal Bill Mulligan believes open concept will get results

ing the day in a designated "learning centre" to ask questions and discuss issues on the particular course.

"Teachers are now really teaching," he says. "The teachers love the new system."

It's a lot of work, but it's rewarding because they're doing what they want."

Take physical education as an example of how a course works. A particularly gifted basketball player may be able to complete the course unit in 20 minutes instead of the four to six hours designated. He or she doesn't have to wait for the rest of the class but can proceed to the next unit.

For the student who fails a course unit, the policy for re-taking a test varies from

subject to subject, Mr. Mulligan explains.

"We believe any student can succeed in our system if he or she tries. That's the stipulation. If they don't try, we can't do much about it."

However, Mr. Mulligan says the changes made at the school have been beneficial to students and staff. The dropout rate is down, and it's possible the students are being better prepared for the kind of study habits needed to succeed at university.

## Schools must fight "negative" image



David Marshall: the concept of small schools should be "irrelevant"

**E**ducators and government have to work together to make the concept of small schools "irrelevant," said the Dean of the faculty of education at Nipissing University College in North Bay.

Government can ensure that happens by improving technology for distance education, said Dr. David Marshall, and it should also provide educational consultants to develop curriculum in areas that have small schools.

At the same time, universities must conduct research on the success of students from small schools compared to their large school counterparts, he told delegates to the "Celebrating Small Secondary Schools" Conference at Quetico Provincial Park.

Dr. Marshall added it is also important

that the universities' faculties of education prepare those who are becoming teachers to handle the challenges and problems that will face them in isolated or rural settings.

"About half the teachers will work in small schools. You have to make them want to go into a small school." Attitudes toward small schools have changed considerably over the years, Dr. Marshall added.



**A**bout half the teachers will work in small schools. You have to make them want to go into a small school."

Small schools were seen as "bad" in the post-World War II era as the population began to grow and people began to demand more for their education dollar. However, the rise of large schools tended to be accompanied by vandalism and behavioral problems in classrooms. That led to the "small is beautiful" phase.

However, small schools had their drawbacks because they couldn't offer the range of courses and extra-curricular activities that characterized most large schools. That led to the "small is the beautiful pits" or "small is unique" phase, Dr. Marshall said.

This current phase will be undergoing significant social changes in the future, he added, as more small schools are established in urban areas. At the same time, people are becoming more demanding of the quality of education in schools, and that bodes well for small institutions.

However, he cautioned that students in small schools have to be better prepared for the increasing multicultural nature of Ontario. "Smallness may be equated with narrowness" unless there is a concerted effort to eliminate the isolation of some of these schools, Dr. Marshall said.

## Smaller co-op programs personalize service

**C**o-operative education works best at small schools, says the head of co-op and guidance at Marathon High School.

Roger Hamilton says small schools benefit by not having

as many students or employers to deal with as a larger school would under a co-op program. At the same time, he is more likely to know the employers, the students and the students' parents personally when setting up a co-op placement.

This personal knowledge helps because it's important to fit the student's interests with the type of employer he or she may work for, he adds.

The better the match, the more successful the co-op program will be, Mr. Hamilton told delegates from across Canada at the "Celebrating Small Secondary Schools" Conference. A student who may be on the verge of quitting school may stay if there is a good co-op program available.

"Co-op isn't the answer (to solving the dropout problem), but it's certainly part of the answer."

It's important for any small school with a co-op program to have someone who is dedicated enough to make it work and who has several contacts in the world of work who can provide jobs for the students, Mr. Hamilton says.

It's also essential to let the employers know how appreciated their contribution is to the co-op program. Such a gesture goes a long way in strengthening the partnership between the school and business and industry, he adds.



Hamilton: Co-op best at small schools

In a later session, a number of delegates praised the idea of distance education as a way of improving the variety of courses available to students. Bill Stoddart, a data specialist with Bell Canada, says using computers and a distance education network also improves the speed with which a student can learn.

With the usual correspondence courses a student gets material sent, completes the work, sends it off, and then waits weeks for some feedback. "That's not a good way of learning."

Brian Swanton, a teacher at a small school in Lion's Head, outlined the plight of some of his students who couldn't study electronics courses because of a lack of facilities. However, the school was able to get course materials from the Ministry of Education's Independent Learning Centre and to use a qualified person in the community to teach them.

The result has been students who are getting electrician jobs and placements in co-operative education programs, he says.

"You don't need a qualified teacher in the subject to make it work, but you need a qualified resource person nearby in the community."

## Computers aid small school rebound

**S**mall schools are like a team making a comeback — their worst years are behind them and an increasing number of people are cheering them on, says an education officer with the Planning and Implementation Commission.

Raymond Desjardins says many small schools are looking to the future with confidence because people are realizing the advantages they can offer students and staff.

Small schools tend to be more personal and closely tied to the community. What they have often lacked in past years is the range of courses they can offer students, Mr. Desjardins said at the "Small Schools Conference" in Toronto.

Computers have changed that. "For the first time we have the technology to overcome the disadvantages small schools had."

The expansion of distance education

throughout Ontario has become an equalizer for small schools, he said. At the same time, the size of a building or budget is not as important as the quality of teachers and principals, the academic expectations, and the sense among students that their learning is not being impeded because of where they live.

"With computers and better software we're on the verge of achieving our goal (of equal education for all). It's a very big plus for small schools," Mr. Desjardins said. "Perhaps the words 'small schools' should disappear from our vocabulary, and we should talk about schools in terms of quality and excellence."

In an earlier session, Frank Clifford, Director of the Ministry of Education's Professional Development Branch, said with the advent of this new technology, leadership within a school becomes increasingly important.

"We need to continue to promote human dignity in an age of technological change," he added. "We need to acknowledge continually that we in education are operating in a social context. Society continues to ask more of schools."



Delegates to the "Celebrating Small Schools" Conference spent an afternoon meeting students and touring classrooms at the Atikokan High School



# Policy development focus of change

**T**he Ministry of Education has just undergone a reorganization designed to focus on policy development.

In announcing the changes, which came into effect on January 21, Deputy Minister Bernard J. Shapiro said, "Policy development is more important than any other thing we do. There must be increased involvement in this area."

Mr. Shapiro hopes to achieve this goal through major changes at the divisional and branch levels and through what he terms "cross-hatching," i.e. a plan for "almost as much work between the branches and divisions as within them."

He used the committee working on the response to the Report of the Commission on the Financing of Elementary and Secondary Education in Ontario, better known as the Macdonald Report, as a model. "In this case, an interim team from a variety of different divisions and branches tackled a policy question that is larger than any single division. As we develop policy, we need to think in the broadest possible terms. The talent will be larger than any particular person or branch."

Under the reorganization, approved by the Management Board of Cabinet on January 6, there are now four divisions and five assistant deputy ministers (ADMs). The following are highlights of the major changes:

- All Executive Director positions have been eliminated.

At the divisional level:

- Mariette Carrier-Fraser continues as the ADM of Franco-Ontarian Education, with added responsibility for French Language Consultative Services. She continues to have responsibility for the implementation of Bill 75 (French Language Governance), Bill 8 (French Language Services) and joint responsibility for the ministry's response to the Roy Advisory Committee.

- The Education Programs Division has been split into two new divisions, Learning Programs and Learning Services. Duncan Green is ADM for Learning Programs and acting ADM for Learning Services until a candidate is selected following a government-wide competition.

- Mark Larratt-Smith joins the ministry as ADM of the Corporate Planning and Policy Division, designed to facilitate the development of corporate policy.

Mr. Larratt-Smith comes to his new position after serving as ADM at the ministries of Transportation and Communications and Citizenship and Culture as well as at Cabinet Office, where he was part of the Special Advisory Group on Crown Corporations.

In his new role, Mr. Larratt-Smith will be responsible for helping design and implement ministry policy. "Broadly speaking, we're interested in developing the co-ordination of change as it affects the educational system." This, he adds, will involve the co-ordination of all of the ministry's human resources, not a small policy-making group.

"Policy-making is not an exclusive occupation to the new division," he says. "It cuts across all ministry lines... There are a lot of good things going on in the ministry. I want to focus primarily on improving the management and integration of change."

- The Education Technology Development Division has been eliminated. Former ADM Douglas Penny has moved to the private sector as a consultant in the field of educa-



Deputy Minister Bernard Shapiro announces ministry reorganization

tional technology and strategic planning.

- Peter Brown is acting ADM of Administration. The Ministry is conducting a government-wide competition for the position. Former ADM Administration T. Philip Adams leaves the ministry to undertake a special assignment with the Human Resources Secretariat before assuming another executive position in government.

## Branch changes

- Dave Thornton becomes director of the new Information Technology and Systems Branch, which combines the former Information Systems and Data Processing Services branches.

- The new Human Resources Branch, with a director to be chosen, includes the former Personnel Branch, Affirmative Action/Equal Opportunity Unit and Excellence in Leadership Unit.

- Howat Noble is the director of the Corporate Planning and Financial Management Branch, an expanded and refocused version of the Management Review Branch.

- Dr. J. R. Graham heads the Policy Analysis and Research Branch, with responsibilities based on those of the Research and Information Branch.

- The new Education Liaison and Exchange Branch, under the directorship of Pat Fleck, combines support for liaison with major client groups and the administration of a number of ministry initiatives in the areas of student and teacher exchange, student employment programs and secondary school student leadership skills, as designated under the former Special Projects Branch.

- Bill Lipischak heads the new Program Implementation and Review Branch, which groups several of the functions of the former Evaluation and Supervisory Services Branch and those of the former Executive Director of Regional Services.

## New curriculum focus

- Curriculum development has been divided into two components: Shannon Hogan is director of the new Centre for Early Childhood and Elementary Education, which combines the functions of the former branch that apply to elementary schools with the respon-

sibilities of the former Evaluation and Supervisory Services Branch that pertain to the development of assessment instruments for the elementary school program.

The new Centre for Secondary and Adult Education under director Sheila Roy joins the aspects of the former Curriculum Branch relating to secondary schools and those of the Evaluation and Supervisory Services Branch that relate to the development of assessment instruments for the secondary schools, and the ministry's more general responsibilities in the area of native education.

- Peter Wiseman heads the new Special Education and Provincial Schools Branch, which merges the Special Education and Provincial Schools branches.

- The Independent Learning Centre has been upgraded to branch-level status under its director, Bruce Ahrens.

- The new Professional Development

Branch, under acting director J. Frank Clifford, combines the features of the former Evaluation and Supervisory Services Branch with a new focus on programs related to the pre-service and in-service training of teachers.

- The Computers in Education Centre, under acting director Lorne Smith, has been transferred from the Education Technology Division to the Learning Programs Division.

"The reorganization is not just a shuffling of people," Mr. Shapiro said. "It is not so much a streamlining, which implies rationalization, but a reorganization to distribute work more equitably." The new design, he added, "reduces the layering of the ministry" and makes for clearer accountability and better organization.

A second phase of the reorganization, involving individuals below the director level, may start this fall to provide opportunities for those seeking a career move. ▀

# Ministry to co-ordinate Education Week beginning in 1989

**B**eginning in 1989, the Ministry of Education will assume full responsibility for co-ordinating and promoting Education Week, Duncan Green, Assistant Deputy Minister, Learning Programs, announced at this year's official Education Week information meeting.

A review of procedures by the Ministry in 1986 found that it was becoming increasingly difficult for local boards to produce the Education Week promotional kits and play host to the opening ceremonies. Rising costs and increased demands on staff time meant the task of co-ordinating this annual event was placing an unfair burden on local boards.

Given the provincial scope of Education Week, the review committee felt the Ministry was better able to co-ordinate the event.

It is anticipated that school boards will continue to host their own local events, which have always been a highlight of the week.

The review also served to reaffirm the Ministry's commitment to Education Week, which fosters a better understanding of current education philosophies. Through local school board activities, Education Week affords parents, the public and the media a chance to see education at work.

Education Week was first sponsored by the Ontario Teachers' Federation and the Ontario Federation of Home and School Associations almost 50 years ago. Since the late 1950s, local public and separate school boards, with an annual grant from the Ministry of Education, have promoted and hosted the official launch of Education Week.

Next year — 1988 — will mark the 50th anniversary of Education Week in Ontario. ▀



Delegates to the official Education Week information meeting in Toronto discuss the procedures for ceremonies to be held later this year



## News Briefs



# Ontario boards share \$20 million in grants

Twenty two Ontario school boards shared in a \$20-million capital allocation announced by the Ministry of Education in early February.

The grants were for the construction of new schools, the purchase of school sites and relocatable classrooms and a range of other capital needs and projects.

The additional \$20 million was designed to meet the needs of high-growth areas and brought the province's total 1986-87 capital funding to school boards to \$127 million.

and long-term measures that could be implemented to ensure stable and representative school board structures for the population of Prescott-Russell.

The committee is scheduled to release its report by August 1987.

## Commission members named

The Ministry of Education has announced the appointment of the chairman and members of the Languages of Instruction Commission of Ontario.

The commission's members are:

Mr. Keith Rielly (Chairman)  
Superintendent  
Board of Education for the City of Hamilton

Mrs. Annie Bourgeois  
Principal  
Ottawa Board of Education

Mr. Stacy Churchill  
Professor  
Ontario Institute for Studies in Education (OISE)

Mr. Gérard Lévesque  
Lawyer  
Ottawa

Mrs. Jeannine Rioux  
Justice of the Peace  
Thunder Bay

The Commission deals with matters referred to it respecting minority-language instruction.

## Funds for northern schools

Elementary and secondary schools in Northern Ontario will receive \$7.5 million through a provincial initiative to purchase needed equipment.

The initiative is being carried out in co-operation with the Ministry of Education and is part of a \$13-million Northern Development and Mines initiative, to be shared by elementary, secondary, and post-secondary institutions in Northern Ontario.

Items to be considered for funding include: equipment for instruction in science and technology in regular classrooms and/or labs; microcomputers for individual use in classrooms; resource books and/or resource materials; and equipment to support instruction in subjects such as business, technical studies, art and music.

The Ministry of Northern Development and Mines will also provide \$500,000 to purchase films and other related materials for use in elementary and secondary schools across the north. The materials will be housed in the film library at the Ministry of Education's midnorthern regional office in Sudbury.

Mrs. Monique Matko  
Vice-Principal  
Kapusking Board of Education

Dr. Yves Poirier  
Dean, Faculty of Education  
University of Ottawa

The following are non-voting ex-officio members of the Council:

Mrs. Mariette Carrier-Fraser  
Assistant Deputy Minister  
Franco-Ontarian Education

Mr. Rémy Beauregard  
Director General  
Office of Francophone Affairs

## Affirmative action fund extended

The Affirmative Action/Employment Equity Incentive Fund for Ontario school boards will be extended for an additional three calendar years, effective January 1, 1987.

For 1987, the amount available to boards will be \$2.1 million, followed by \$1.1 million in 1988 and \$500,000 in 1989, bringing the total to \$3.7 million. In addition to this amount, \$975,000 will be allocated over the five-year period from 1987 to 1991 for other program support.

## Council members announced

The Ministry of Education and the Ministry of Colleges and Universities have announced the appointment of the chairman and members of the Council for Franco-Ontarian Education.

The Council's members are:

Mr. Marc Godbout (Chairman)  
Superintendent  
Stormont, Dundas and Glengarry Board of Education

Mr. Denis Fortin  
Dean, French-Language Services  
Northern College of Applied Arts and Technology

Miss Renée Lapointe  
Principal  
Hamilton-Wentworth Roman Catholic Separate School Board

Mrs. Annette Lemelin  
Chief Solicitor  
City of St. Catharines

## New publications released

At its 50th meeting in Toronto in early February, the Council of Ministers of Education announced the release of several new publications.

Four of the publications are the result of surveys of policies and practices in the provinces and territories in a number of key areas identified by the Council:

- Early Childhood Education/Services;
- The Financing of Elementary and Secondary Education in Canada;
- Teacher Performance Evaluation — Policies, Practices and Trends;
- Multicultural Education Policies in Canada.

The council also released its 1985-86 *Annual Report* as well as the fifth edition of *Secondary Education in Canada: A Student Transfer Guide*. This valuable tool is used by educators across Canada in the placement of secondary students who transfer from one province or territory to another.

*Education in Canada 1984-1986*, a report to the 40th Session of the International Conference on Education, held in Geneva in December 1986, was prepared jointly with the Department of the Secretary of State.

In the postsecondary sector, the second in a series of ministerial statements was released. *Opportunities: Post-secondary Education and Training for Students with Special Needs* deals with a concern of the ministers responsible for education.

## Letters



Dear Editor,

I always enjoy reading Education Ontario and wish to compliment the ministry for this fine publication.

With reference to the article "Ontario Math Whizzes Capture Silver Medals in World Competition," on page 4 of the October 1986 issue, I wish to express my astonishment at the omission of the names of the winners of the competition and their country of origin.

All too often I find in Canadian reporting about international competition in which we participate that only the placement of Canadian participants is mentioned. I believe

this is a very serious omission. It is important to know how our students have done, but it is equally important to know how well they have done in relation to others.

I would suggest that as a matter of courtesy and respect towards other participants, it is appropriate to report their names and country of origin, particularly if they have placed ahead of us or just behind us.

GIOVANNI TULLO  
Supervisor of Heritage Programs  
The Board of Education for the City of York

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## Guest Column



# Computers keep tabs on student attendance

**W**hy Johnny can't read is an oft-asked question. A not-so-oft heard answer is, Johnny can't learn to read if Johnny is not in the classroom. Teachers are dedicated professionals, but are not magicians. They cannot reach a child who does not come to class. It is imperative to keep an accurate record of where Johnny is and why he is absent.

By law, the school administration must be able to tell a parent where the child is — whether the child is in class, at lunch, or on a school field-trip. And no parent likes to be told at Christmas that Johnny's progress is jeopardized due to poor attendance. Furthermore, the school requires accurate attendance figures to be sent to the ministry to calculate daily grants. Simple economics dictate that if skipping is reduced, grants will increase in a direct proportion. For these reasons, then, it is imperative that schools keep proper attendance, in terms of both accuracy and efficiency.

Given that microcomputers are relatively common in schools these days, it was only normal, if not inevitable, that they would be involved in keeping track of attendance. Mr. John Volpe, a vice-principal at Agincourt Collegiate Institute, made the decision to use an Apple IIe computer to improve the accuracy of the attendance and to help the attendance counsellors do their job. A team of teachers was assigned the task of determining the needs of the secretary in charge of attendance and the attendance counsellors whose job it is to ensure that all absences are legitimate. This team, comprised of Richard Banks, Frank Crowe, Dr. Neves Pereira, Marilyn McLean, Janis Snape and John Volpe, laid the theoretical foundation for a proper attendance program. Work started in May 1986, and continued through the summer. In September, Patrick Abtan, a new teacher at the school, was brought on to the team to add his programming expertise. Mr. Abtan and Mr. Crowe are developing this program on an IBM PC-AT.

Each period's absence is given an individual code so that attendance counsellors can determine directly the reason for each absence; unexplained absences are shown by asterisks. The computer produces a printed list for the attendance counsellors and teachers, one grade per page, with absentees shown alphabetically within each home form. There are two students' names per line, and a dotted line is printed after each home form to help the attendance counsellor read the information when recording it in the master attendance books. At the end of the day, the computer also produces a compressed copy, which is given to each teacher.

## Foreseeable absences

Foreseeable absences, such as school field-trips, school teams, or illness can be entered



Patrick Abtan (seated) and Frank Crowe check student attendance

into the computer before the period attendance. The attendance secretary can then instruct the computer to prepare an absentee file in advance. Special routines enable her to enter particulars such as the date, the supervising teacher, the destination, and the periods missed.

The Attendance Program handles other absences in a similar way. There are provisions to enter those students' names who signed out or in or went to see the nurse. Any such names are appended to the main absentee file, with the Attendance Program placing the applicable codes.

Whenever an auxiliary program is used (e.g. trips, sick book, sign-in book, or sign-out book), the Attendance Program prints out an alphabetical list with the appropriate date and headings; that list is distributed where needed. In the case of field trips, the Attendance Program produces, in alphabetical order, a daily master list of all students absent on school field-trips; a copy is placed in the mailbox of each teacher before classes begin. This simplifies the attendance process as teachers are not required to send down the names of students legally absent.

An option exists which enables the attendance secretary to locate or edit previously entered records. This same option lets the secretary delete files that are no longer needed, such as those from the previous week.

## Future enhancements

The Attendance Program works well with daily absences. Because of memory restrictions, however, it lacks the capacity to provide cumulative totals for each student. Future plans are to purchase a computer with a 20-megabyte hard disk. Hard disk, and the input, will be speeded up by the acquisition of an optical reader. The hard disk will enable the complete school population to be entered into one master file at the start of the school year. Then, whenever a student is absent, the Attendance Program will look up that student's timetable and

determine which class has been missed. Cumulative totals for that student will be kept by the Attendance Program, which will print warning messages whenever a certain threshold is reached.

The added memory capacity will enable the Attendance Program to produce, on request, an itemized list of any student's absences, including a breakdown on a month-by-month basis for each subject. Furthermore, attendance counsellors will be able to enter information related to each student, such as parent contact, letters sent home, or other actions. Thus, an easy-to-reach record of all activity involving the student will be kept on disk and will be easily accessible to school administrators and parents.

The Attendance Program has already brought about a substantial decrease in student skipping at Agincourt Collegiate Institute. The accurate and immediate data produced enable the attendance counsellors to keep track of legal and illegal absentees

and take immediate action. Furthermore, since skippers are caught within two days, they have less incentive to beat the system. This results in fewer skippers and, in turn, enables the attendance counsellors to devote more of their time to problem cases. Counsellors have reported that most of their work is currently handled in 45 minutes every second day or less than half of what was previously necessary. The planned enhancements to the system should facilitate their task even more and perhaps take away "Because Johnny Isn't Here" from the question, "Why Can't Johnny Read?"

For further information about this attendance system, please contact the authors, Patrick Abtan and Frank Crowe, at

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## Follow-up



## Gridiron guzzlers aid Arrive Alivers

**T**hey blitzed the media and the malls. They handed out pamphlets and hauled around smashed autos. And in one instance, they proved their point by giving three members of the Ottawa Rough Riders football team alcohol and then letting them play with battery-operated cars.

For Arrive Alive '86 students the point was clear: If you're going to drink don't drive.

And judging from the community response to the program this past summer, they were successful in getting their point across.

"We were really pleased, especially when you consider this was the first year of the program," says Alma Beard, co-ordinator of the Arrive Alive '86 program. "Just by raising community awareness, the program has made people think of drinking and driving throughout the year."

Students across Ontario worked during the summer in spreading the anti-drinking and driving message. They were given minimal direction by the Ministry of the Attorney-General, which sponsored the program, and had the freedom to approach the problem of drinking and driving as they wanted.

At a conference on drinking and driving in Toronto in December, a number of students reported enthusiastically about the effects of the program and suggested it should be continued this summer.

Chip Corrigan of St. Jerome's High School in Kitchener suggested that the two-month program should be extended to allow students to make more of an impact on the community.

"We hoped that through peer pressure drinking/driving would become not the norm but a negative thing to do," he said. "We found our message was best expressed through the media."

The students received widespread media attention for their efforts and, in some cases, were able to write articles for local papers on the Arrive Alive program.

Cheryl O'Connell and Richenda Sander, of Colonel By Secondary School in Gloucester, who worked with the Rough Rider football players, videotaped the event and broadcast it three times a day on the local cable TV station.

The students also agreed that handouts such as buttons, bumper stickers and posters, were all effective in getting the anti-drinking-driving message across to the community.

## Appointments



**B**arry David Moore has been appointed president of Fanshawe College, effective August 1, 1987. He will replace Harry Rawson, who has announced his plans to retire from the college this summer.

An Ontario native, Dr.

Moore is currently president of Fraser Valley College in Chilliwack, British Columbia. He is the longest-serving president in the B.C. college system. He joined Fraser Valley in 1979 and in 1975 was founding president of Northern Lights College in Dawson Creek, Fort St. John, B.C.

Dr. Moore holds a Bache-

lor of Commerce degree and a Bachelor of Divinity degree from the University of Toronto. He also has his Masters in Theology and his Ph.D. in Education Administration. He has been a radio commentator and a television host and has been a member of the British Columbia Arts Board for several years.